

RESOURCES

on Developmentally Appropriate Practice in 2005: Updates from the Field

These lists focus on developmentally appropriate practice resources published since 1997, as well as a few significant pre-1997 publications, that have helped shape the current discussion of developmentally appropriate practice.

Young Children articles and NAEYC books

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- Bredenkamp, S., & C. Copple, eds. 1997. *Developmentally appropriate practice in early childhood programs*. Rev. ed. Washington, DC: NAEYC.
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- Copley, J.V., ed. 2003. *Showcasing mathematics for the young child: Activities for three-, four-, and five-year-olds*. Reston, VA: National Council of Teachers of Mathematics; Washington, DC: NAEYC.
- Dunn, L., & S. Kontos. 1997. What have we learned about developmentally appropriate practice? *Young Children* 52 (5): 4–13.
- Edmiaston, R., V. Dolezal, S. Doolittle, C. Erickson, & S. Merritt. 2000. Developing individualized education programs for children in inclusive settings: A developmentally appropriate framework. *Young Children* 55 (4): 36–41.
- Egley, E.H., & R.J. Egley. 2000. Teaching principals, parents, and colleagues about developmentally appropriate practice. *Young Children* 55 (5): 48–51.
- Healy, L. 2001. Applying theory to practice: Using developmentally appropriate strategies to help children draw. *Young Children* 56 (3): 28–30.
- Helm, J.H., & L. Katz. 2001. *Young investigators: The project approach in the early years*. New York: Teachers College Press. Available from NAEYC.
- Hyson, M. 2000. Professional Development. "Is it OK to have calendar time?" Look up to the star. . . Look within yourself! *Young Children* 55 (6): 60–61.
- International Reading Association (IRA) & NAEYC. 1998. Learning to read and write: Developmentally appropriate practices for young children. Joint position statement. Online: www.naeyc.org/about/positions/pdf/PSREAD98.PDF.
- Jones, E., K. Evans, & K. Rencken. 2001. *The lively kindergarten: Emergent curriculum in action*. Washington, DC: NAEYC.
- McDaniel, G.L., M.Y. Isaac, H.M. Brooks, & A. Hatch. 2005. Confronting K–3 teaching challenges in an era of accountability. *Young Children* 60 (2): 20–26.
- McMullen, M.B. 1999. Research in Review. Achieving best practices in infant and toddler care and education. *Young Children* 54 (4): 69–76.
- NAEYC. 1996. Developmentally appropriate practice in early childhood programs serving children from birth through age 8.

- Position statement. Online: www.naeyc.org/about/positions/pdf/PSDAP98.PDF.
- Neelly, L.P. 2001. Developmentally appropriate music practice: Children learn what they live. *Young Children* 56 (3): 32–37.
- Neuman, S.B., C. Copple, & S. Bredekamp. 2000. *Learning to read and write: Developmentally appropriate practices for young children*. Washington DC: NAEYC.
- Owocki, G. 2001. *Make way for literacy: Teaching the way young children learn*. Portsmouth, NH: Heinemann; Washington DC: NAEYC.
- Pelander, J. 1997. My transition from conventional to more developmentally appropriate practices in the primary grades. *Young Children* 52 (7): 19–25.
- Rushton, S.P. 2001. Applying brain research to create developmentally appropriate learning environments. *Young Children* 56 (5): 76–82.
- Saab, J.F. 2001. "How do we know when we're there?" One school district's journey toward developmentally appropriate practice. *Young Children* 56 (3): 88–94.
- Sanders, S. 2002. *Active for life: Developmentally appropriate movement programs for young children*. Washington, DC: NAEYC.
- Vander Wilt, J.L., & V. Monroe. 1998. Successfully moving toward developmentally appropriate practice: It takes time and effort! *Young Children* 53 (4): 17–24.
- Wardle, F. 1999. In praise of developmentally appropriate practice. *Young Children* 54 (6): 4–11.
- Worth, K., & S. Grollman. 2003. *Worms, shadows, and whirlpools: Science in the early childhood classroom*. Portsmouth, NH: Heinemann; Washington, DC: NAEYC.

Other articles and books

- Bardige, B.S., & M.M. Segal. 2005. *Building literacy with love: A guide for teachers and caregivers of children birth through age 5*. Washington, DC: Zero to Three.
- Butterfield, P.M., C.A. Martin, & A.P. Prairie. 2004. *Emotional connections: How relationships guide early learning*. Washington, DC: Zero to Three.
- Crawford, L. 2004. *Lively learning: Using the arts to teach the K–8 curriculum*. Greenfield, MA: Northeast Foundation for Children.



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- Dever, M.T., C. Kessenich, & R.C. Falconer. 2003. Implementing developmentally appropriate practices in a developmentally inappropriate climate: Assessment in kindergarten. *Dimensions of Early Childhood* 31 (3): 27–33.
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- Park, B., S. Neuharth-Pritchett, & J. Reguero de Atilas. 2003. Using integrated curriculum to connect standards and developmentally appropriate practice. *Dimensions of Early Childhood* 31 (3): 13–17.
- Richey, D.D., & Wheeler, J. 2000. *Inclusive early childhood education: Merging positive behavioral supports, activity-based intervention, and developmentally appropriate practice*. Clifton Park, NY: Thomson Delmar Learning.
- Routman, R. 2003. *Reading essentials: The specifics you need to teach reading well*. Portsmouth, NH: Heinemann.
- Tarr, P. 2001. *Early childhood classrooms: What art educators can learn from Reggio Emilia*. Reston, VA: National Art Education Association.
- Weitzman, E., & J. Greenberg. 2002. *Learning language and loving it: A guide to promoting children's social and language development in early childhood settings*. Toronto: Hanen Centre.
- Wien, C.A. 2004. *Negotiating standards in the primary classroom: The teacher's dilemma*. New York: Teachers College Press.
- Zigler, E., D. Singer, & S. Bishop-Josef. 2004. *Children's play: The roots of reading*. Washington DC: Zero to Three.